

Identify Learning Objectives

What is a learning objective?

Learning objectives describe what participants will be able to do after training. Clearly defined objectives provide a sound basis for the selection and development of instructional materials.

The three components of a learning objective:

- What should the participant be able to do? (**Performance/Action**)
[See *Learning Objective Table* for suggestions]
- Under what conditions should the participant perform? (**Environment/Condition**)
- How well must the performance be done? (**Measure/Criterion**)

How to write a learning objective:

Using the learning objective template, identify the 3 components: performance/action, environment/condition, and measure/criteria. When all three components have been identified, integrate them into a single statement. That statement is the learning objective.

Performance/Action

- States what is necessary for a participant to do and/or produce to be considered competent
Example: Be able to ride a unicycle. (The performance stated is *ride*.)
- If the statement doesn't include a visible performance, it isn't yet an objective. A performance is described as a DOING word and must be observable.

Doing words (performances)

- run
- solve
- write

Being words (abstractions)

- understand
- familiar
- know

Environment/Condition

- Describes the important conditions, settings, and/or special circumstances (if any) under which the performance is to occur. Miscommunication can be avoided by informing individuals what they will have, what they will not have, and/or any special circumstances.

Example: ~~"Be able to run the hundred yard dash"~~

Are the runners tricked by unexpected conditions such as having to run barefoot or up an incline?

Examples:

- Given a standard set of tools....
- Using a number two pencil....
- In the presence of an irate customer...
- Without the aid of references...

Measure/Criterion

- Describes how well someone would have to perform to be considered competent
- Provides a standard against which to test the success of the instruction
- Notifies participants when they have met or exceeded expectation
- **Examples of types of criterion:** Speed, Accuracy, Quality

Example: Given a computer with word-processing software, be able to write a letter.

Criteria: *All words are spelled correctly and there are no grammatical or punctuation errors*

Example learning objective: Write a letter with word-processing software where all words are spelled correctly and no grammatical or punctuation errors exist.

Learning Objective Table

Phases	Classifications	Definition	Hints	Action Verbs	
Decide	Judgment	Highest level - refers to making quantitative and qualitative judgments according to a set of specific criteria	<ul style="list-style-type: none"> • Supports conclusions with data • Defends value of work by use of internal / external criteria 	<ul style="list-style-type: none"> • Appraises • Interprets • Defends • Compares • Criticizes 	<ul style="list-style-type: none"> • Attacks • Judges • Supports • Contrasts • Argues
	Synthesis	Refers to combining existing data and information to produce a new product/plan	<ul style="list-style-type: none"> • Organizes material • Innovates approach • Creates a plan for problem solving 	<ul style="list-style-type: none"> • Categorizes • Modifies • Combines • Summarizes • Concludes • Generates • Compiles • Resolves 	<ul style="list-style-type: none"> • Discusses • Predicts • Formulates • Designs • Devises • Determines • Composes • Proposes
Do	Analysis	Refers to the ability to break down material into its parts so that relationships among parts are clear	<ul style="list-style-type: none"> • Distinguishes fact from inference • Assesses fallacies in reasoning • Analyzes relevancy of data 	<ul style="list-style-type: none"> • Separates • Analyzes • Compares • Distinguish 	<ul style="list-style-type: none"> • Diagrams • Assesses • Contrasts • Relates
	Application	Refers to the ability to use learned material in a new and concrete way	<ul style="list-style-type: none"> • Applies theories to practical situations • Constructs charts and graphs • Solves numerical problems • Applies principles to new situations 	<ul style="list-style-type: none"> • Operates • Prepares • Predicts • Produces • Performs • Discovers • Computes 	<ul style="list-style-type: none"> • Constructs • Modifies • Classifies • Relates • Solves • Shows • Applies
Know	Comprehension	Refers to the ability to grasp meaning of material	<ul style="list-style-type: none"> • Explains verbal material • Illustrates charts and graphs • Defends facts and principles 	<ul style="list-style-type: none"> • Extends • Generalizes • Paraphrases • Infers 	<ul style="list-style-type: none"> • Estimates • Illustrates • Represents • Restates
	Knowledge	Lowest level - refers to recognition of previously learned material	<ul style="list-style-type: none"> • States common terms • Selects methods and procedures • Recalls basic concepts 	<ul style="list-style-type: none"> • Lists • Indicates • Selects • Outlines • Writes • States • Identifies • Chooses 	<ul style="list-style-type: none"> • Reproduces • Names • Recognizes • Underlines • Labels • Matches • Recalls